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ABSTRACT

The Chinese Achievement and Mastery program, Project CHAMP, was a bilingual (Chinese/English) project offered at three high schools in Manhattan. The major goals were to enable Chinese students of limited English proficiency (LEP) to learn English and to master content in mathematics, science, global history, computer mathematics, and native language arts (Chinese) courses. Another goal was to achieve a high attendance rate for project students at the participating schools. An intensive literacy component was offered at the Seward Park High School site to those students who were functionally illiterate in their native languages and who lacked basic academic skills. The major objectives of this component were: (1) to develop students' ability to read and write fluently in their native language; (2) to master basic elements of reading, writing and speaking in English; (3) to develop the students' study skills and habits as a foundation for future academic work; and (4) to foster students' understanding of American classroom procedures. This program evaluation contains the following: (1) a description of Project CHAMP; (2) information on students characteristics; (3) evaluation findings; and (4) conclusions and recommendations. Included are appendices listing the results of student tests and the passing rates for content areas by site. (PS)

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PROJECT CHAMP

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2135

PROJECT CHAMP

1985-1986

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A SUMMARY OF THE REPORT

This multi-site program, in its final year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to content-area instruction in mathematics, science, and social studies, to 650 Chinese-speaking students of limited English proficiency (LEP) in grades nine through eleven at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools. Seward Park High School was the primary site of the project and most program staff were based there. Approximately 84 percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong and Taiwan. Ninety percent of Project CHAMP students spoke Cantonese and 10 percent spoke Mandarin. Most program participants were recent immigrants, some of whom were functionally illiterate in their native languages and lacked the basic study skills necessary to succeed in any academic program.

The program contained two instructional components. The goals of the basic component were to provide instruction in E.S.L., native language arts, science, mathematics, computer mathematics, and social studies. Content-area classes were taught in English and in Mandarin or Cantonese, depending on the student's native language. The intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in their native languages and who lacked basic academic skills. The major instructional objectives of this component were:

--to develop the students' ability to read and write fluently and effectively in their native language;

--to master the basic elements of reading, writing, and speaking in English;

--to develop the students' study skills and habits as a foundation for future academic work; and

--to foster in students an understanding of American classroom procedures and teacher expectations in order to ease their entry into the American classroom environment.

Title VII funds were used for administrative and support services staff. Curriculum materials developed or revised this year included five supplementary texts for bilingual use in mathematics, science, social studies, and accounting. The "Parents' Handbook" was also revised by project staff. Training activities for staff members consisted of department and faculty meetings, in-service courses and workshops, and attendance at university courses and conferences on bilingual education. Parents of participating students were involved through four meetings of the parents' advisory committee, an annual parents' meeting, China Nite,

and attendance at weekly parents' E.S.L. classes. Although not a specific program objective, supportive services to program students included personal, academic, and career advisement, referrals to outside agencies, and contact with parents when problems arose.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and teacher-made examinations); growth in the mastery of the native language (teacher-made examinations); mathematics, science, global history, and computer mathematics (teacher-made tests); and attendance (school and program records). Objectives for the intensive literacy component were assessed in basic literacy skills, social studies, and mathematics. Analysis of student achievement data indicates that:

--Seventy percent of the students in the fall and 57 percent of the students in the spring made gains on the CREST; however these percentages failed to reach the 75 percent criterion proposed.

--Students in the intensive literacy component surpassed the 75 percent passing criterion in basic English literacy skills in the fall semester. They did not meet the criterion in the spring semester. Thus, the objective was partially achieved.

--Program students met and surpassed the proposed 75 percent passing criterion in native language proficiency, thus meeting the objective.

--Students in the intensive literacy component surpassed the proposed 75 percent passing rate in pre-algebra in the fall (80 percent). They did not meet the objective in spring math classes or in social studies either semester.

--Ninety-six percent of the program students maintained an attendance rate above 90 percent, thus surpassing the program objective.

The following recommendations are aimed at improving the effectiveness of future programs serving similar populations at these sites:

--Because of the influx of high school-aged children from mainland China, Taiwan, and Hong Kong, more bilingual instructional personnel are needed at each of the participating schools.

--A follow-up study might be undertaken to see how students progress after leaving the bilingual program.

--Objectives for students enrolled in remedial math and social studies courses in the intensive literacy component should more realistically reflect the capabilities of this population.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into the reports. Arthur Lopatin has edited the report following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera and Gladys Rosa have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not handle such a large volume of work and still produce quality evaluation reports.

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PROJECT CHAMP
Chinese Achievement and Mastery Program

Central Location:	Seward Park High School 350 Grand Street New York, New York 10002
Participating Sites:	Washington Irving High School 40 Irving Place New York, New York 10003
	Martin Luther King, Jr. High School 122 Amsterdam Avenue New York, New York 10023
Year of Operation:	1985-86, final year of three-year funding cycle
Target Language:	Chinese
Number of Students:	650
Project Director:	Ms. Katherine Sid

I. DESCRIPTION

OVERVIEW

The Chinese Achievement and Mastery Program, Project CHAMP, was a multi-site bilingual program (Chinese/English) containing two instructional components. The major goals of the basic component were to enable Chinese students of limited English proficiency (LEP) to learn English, and to master content in mathematics, science, global history, computer math, and native language arts (Chinese) courses. Another goal was to achieve a high attendance rate for project students at the participating schools. The intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in their native languages and who lacked basic academic skills. The major instructional

objectives of this component were:

--to develop the students' ability to read and write fluently and effectively in their native language;

--to master the basic elements of reading, writing, and speaking in English;

--to develop the students' study skills and habits as a foundation for future academic work; and

--to foster in students an understanding of American classroom procedures and teacher expectations in order to ease their entry into the American classroom environment.

In the non-instructional areas, CHAMP proposed to develop adequate supplementary instructional materials for Chinese students in a variety of subject areas; to increase parental and community involvement (including the non-program faculty and staff at the schools); and to provide for staff training through university courses, in-service workshops, and departmental and faculty meetings.

PROGRAM ORGANIZATION

The project was implemented at three high schools in Manhattan: Seward Park (570 students), Washington Irving (50 students), and Martin Luther King, Jr. (30 students). The project director, located at Seward Park, had the primary responsibility for administering and implementing the program. She supervised the staff, reported to and discussed program implementation with the principals, maintained contact with the assistant principals and chairpersons in charge of the various subject areas, coordinated the program at each school site, and planned staff development and parental involvement activities. She communicated with

the other sites by telephone and monthly departmental meetings, and she and the resource specialist visited these sites on a regular schedule. The bilingual guidance counselor also visited these sites.

The difference in size of the program student populations at each school had a direct effect on the types of services available at each -- as was projected in the original proposal. A bilingual guidance counselor, two resource specialists, a curriculum specialist, five paraprofessionals, and one bilingual family assistant staffed the central office at Seward Park. Washington Irving was assigned one family assistant and Martin L. King, Jr., was assigned one educational assistant.

All but three of the Title VII staff members held at least a bachelor's degree, and all were assigned to the program full-time. All positions were filled by licensed or certified staff, all of whom had six or more years of relevant bilingual, English as a second language (E.S.L.), or foreign language experience.

Project CHAMP has been successfully integrated with Seward Park's tax-levy bilingual program, and the project director has been included in the school cabinet on an equal footing with the departmental chairpersons.

In an interview, the principal of Seward Park summarized the accomplishments of the program: the program has met LEP students' enormous need to bridge the cultural gap and has provided them with equal educational opportunities; it has provided important and effective support for classroom instruction; and it has raised the competence of its staff members through a consistent staff development plan.

The principal of Washington Irving also reiterated his support for the program and his appreciation of the work of the bilingual paraprofessional in his school.

The principal of Martin Luther King, Jr. was new and was still unfamiliar with the project. According to the E.S.L. department chairman, this did not mean that he was opposed to it. The new principal was due to leave the school in the fall of 1986.

II. STUDENT CHARACTERISTICS

Nearly all of the students in the program were newly arrived in the United States. Students came mainly from the People's Republic of China and Hong Kong (see Table 1), and were predominantly Cantonese speakers (90 percent) (see Table 2). Another 10 percent were Mandarin speakers. Some of the students had only four or five years of prior schooling.

TABLE 1

Number and Percent of Project Students by Country of Birth

Country of Birth	Number	Percent
People's Republic of China	549	84
Hong Kong	66	10
Taiwan	17	3
Other Asian	18	3
TOTAL	650	100

- The majority of students (84 percent) were born in the People's Republic of China.
- Ten percent of the students were born in Hong Kong.

TABLE 2

Number of Students by Native Language and School

Native Language	Number of Students Seward Park	Washington Irving	M.L. King	Total	Percent of Program
Cantonese	526	32	27	585	90
Mandarin	44	18	3	65	10
TOTAL	570	50	30	650	100

- The majority of program students (90 percent) were speakers of Cantonese.
- Sixty-five students (10 percent) spoke Mandarin.

TABLE 3

Number of Program Students by Age and Grade
and Number and Percent Overage by School

Age	Grade 9	Grade 10	Grade 11	Total
14	5	0	0	5
15	40	30	0	70
16	50	82	17	149
17	62	63	38	163
18	38	60	31	129
19	20	28	33	81
20	4	18	16	38
21	2	4	7	13
22	1	0	1	2
TOTAL	222	285	143	650
Overage Program Students				
Number	177	173	88	438
Percent	79	61	62	67
Seward Park High School				
Number	164	148	73	376
Percent	79	60	62	66
Washington Irving High School				
Number	3	9	12	24
Percent	60	41	52	48
Martin Luther King, Jr. High School				
Number	10	16	3	29
Percent	100	89	100	97

Note. Shaded boxes indicate expected age range for grade.

- Sixty-seven percent of the project students were overage for their grade.
- The highest percentage of overage students occurred at Martin Luther King, Jr. High School (97 percent).

III. FINDINGS

The evaluation findings are presented by objective and include the results of student performance on courses and tests, reviews of program materials and records, interviews with project staff, and classroom observations.

ENGLISH AS A SECOND LANGUAGE

Objective: Seventy-five percent of the students will demonstrate English language proficiency as measured by administration of the Criterion Referenced English Syntax Test (CREST), in which students tested with Levels 1 and 2 will master an average of one curricular objective per month of treatment. It is expected that students tested with Level 3 will master an average of .75 objectives per month.

Objective: Seventy-five percent of the students participating in the intensive literacy component will demonstrate growth in basic English literacy skills as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

Program students were offered four levels of English as a second language (E.S.L.), five levels of remedial English communication, and a transitional course in writing improvement for one or two terms, depending on need. E.S.L. 1 students had three periods of English per day. As students increased their proficiency, the number of E.S.L. periods they took each day decreased to one.

A member of the evaluation team visited four E.S.L. classes at Seward Park. In E.S.L. 3, students were learning the structure "verb + to-infinitive;" in E.S.L. 4, students were learning the placement of adverbs of frequency. In both classes, the teachers taught by example and drill more than by abstract grammatical rule and students were very involved in the lessons.

The third class that was observed was the most advanced E.S.L. course, a writing improvement class. The topic of the lesson was on writing paragraphs from an outline. The teacher asked one student to write her paragraphs on the board and then discussed them with the class. The students appeared to be enjoying the class very much.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the first objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91)

Table 4 presents the test results for all CHAMP students who were pretested and posttested with the same level. (A breakdown of CREST performance by schools is presented in Appendix A.) Of the students who were reported to be in beginning through transitional E.S.L. classes, complete data (levels, pretest score, and posttest score) were available for 480 (85 percent) students in the fall and 341 (61 percent) students in the spring. Because the data are obtained by matching several files with the use of computers, the low proportion of students with complete data in the spring is partly due to difficulty in matching students' names. Due to the staff's unfamiliarity with Chinese names, a student's first and last name may have been recorded in the reverse order from the fall file in the spring. Another problem is that, during the year, a student may have adopted a western first name such as Elizabeth or Michael, or may have changed the spelling of the last name so that Tung becomes Dong or Hsu becomes Xu.

Examination of Table 4 shows that overall, students gained an average of 1.7 CREST objectives per month in the fall and 1.3 CREST objectives per month in the spring. Gains at Levels 1 and 2 surpassed the stated criterion in both semesters. Students tested at Level 3 mastered one objective per month in the fall and 0.6 objectives per month in the spring, averaging 0.8 for the year and meeting the criterion. The students at Level 3 had lower performance rates than those tested at lower levels, partly because fewer skills are tested at that level and partly because mastery of objectives takes longer at that level.

The percent of students making gains was 70 percent in the fall and 57 percent in the spring. Thus, the proposed objective was not achieved.

This discrepancy between large group gains and achievement indicates that the objective's focus on a given percentage of students making gains is unrealistic; students who have high pretest scores cannot be expected to make large gains on the posttest, because they have less to gain. Students who have low pretest scores, however, make the largest gains. This effect can be balanced if the objective measures overall group gains. Had this been the case, the objective would have been surpassed.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month	Percent Making gains
				FALL					
1	169	11.7	7.8	17.3	7.0	5.6	3.4	2.1	79.9
2	180	11.8	6.8	16.9	6.0	5.1	4.0	1.9	78.9
3	131	8.2	3.5	10.8	3.1	2.6	1.8	1.0	46.6
TOTAL	480	10.8	6.7	15.4	6.4	4.6	3.5	1.7	70.0
				SPRING					
1	155	9.3	7.5	14.7	7.3	5.4	3.3	1.9	78.1
2	59	15.8	5.7	19.4	4.6	3.6	2.5	1.3	67.2
3	127	8.8	3.7	10.7	3.5	1.9	1.4	0.6	28.3
TOTAL	341	10.2	6.5	14.0	6.4	3.8	3.0	1.3	57.0

- Students' mastery of CREST objectives surpassed the stated criterion of one CREST skill per month at all CREST Levels in the fall and at Levels 1 and 2 in the spring.
- The stated objective, that 75 percent of the students would demonstrate growth on the CREST, was not achieved either semester.

Intensive Literacy Component (Seward Park High School)

In addition to two E.S.L. classes, students in the intensive literacy component were offered English literacy skills courses in both the fall and spring. Students remain in the intensive literacy component for only one semester unless their performance indicates a need to continue. The remedial communication arts (R.C.A.) class is for new arrivals and for those who have had fewer than six years of education in their native country. In the R.C.A. class that was observed, a native American teacher who also spoke excellent Chinese was teaching students some basic spelling rules and practical English usage such as "What's your address?" "What's your telephone number?" etc. The students participated actively and appeared to learn quickly. Table 5 presents students' passing rates in English skills courses. The 75 percent passing objective was achieved in the fall semester, but it was not met in the spring.

TABLE 5

Results of Teacher-Made Examinations in E.S.L. Courses
(Intensive Literacy Component)

	Fall		Spring		Overall
Course	Number	Percent Passing	Number	Percent Passing	Passing Rate
E.S.L.	28	82.1	27	55.6	69.1
Reading/ Writing	25	84.0	23	65.2	75.0
TOTAL		83.0		60.0	71.8

•The 75 percent passing objective was met by students in the fall semester.

NATIVE LANGUAGE ARTS

Objective: Seventy-five percent of the students will demonstrate growth in native language proficiency as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

To reinforce and develop students' ability to use their native language as a vehicle for creative thought and expression, six levels of Chinese were offered. Courses included reading, writing, literature, and culture. The first two levels of Chinese constituted the native language arts segment of the project's intensive literacy component.

A member of the evaluation team visited two Chinese classes at Seward Park and one at Washington Irving. The language of instruction in all three classes was Mandarin -- the standard one in all parts of China and Taiwan. In one class at Seward Park, students silently read passages and then answered comprehension questions. The other class was on classical Chinese. The teacher first explained the text and then the students were asked to read it aloud. Students were permitted to read in either Mandarin or Cantonese. The Chinese class at Washington Irving was taught by a tax-levy bilingual teacher. She explained the text to the students while the class took notes. Although she seemed to be lecturing enthusiastically, the silent students appeared to become increasingly inattentive.

No Chinese classes were offered at Martin Luther King, Jr. High School.

Student Achievement in Native Language Arts

Table 6 presents students' passing rates in native language arts courses at Seward Park and Washington Irving High Schools. The project objective of a 75 percent passing rate was met by students in both the fall and spring semesters.

TABLE 6

Passing Rates in Native Language Arts Courses

School	Fall		Spring		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Seward Park	447	88.6	397	85.9	87.3
Washington Irving	23	100.0	20	95.0	97.7
TOTAL	470	89.1	417	86.3	92.3

•The program objective of a 75 percent passing rate was surpassed by students at both schools.

CONTENT-AREA COURSES

Objective: Seventy-five percent of the students will demonstrate mastery of the coursework in science, math, computer math, and global history as measured by achieving a final grade of 65 percent or higher on both teacher-made tests and school-wide uniform examinations.

Objective: Seventy-five percent of the students participating in the intensive literacy component will demonstrate mastery of pre-algebra and social studies as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

A member of the evaluation team visited a wide range of content-area classes at all three schools. At Seward Park, two math classes (one in computer math), two global history classes, one general science class, and one biology class were observed. The eleventh-year math class was conducted by an English-speaking teacher with the help of a bilingual paraprofessional who spoke both Mandarin and Cantonese. Most students managed to solve problems in English, both orally and in written form on the blackboard. The computer math class was also taught by an English-speaking teacher assisted by a paraprofessional. The students appeared to have been making obvious strides in English comprehension; probably as a consequence, the paraprofessional translated only when requested. The teacher's exposition was clear and patient; the students were cooperative and well-disciplined.

The biology class also had a bilingual paraprofessional. The difficulty with biology was its vocabulary. To help the students, the teacher wrote difficult words on the blackboard and the paraprofessional translated them into Chinese. This saved the students the time it

would have taken them to look up these words in the dictionary, thereby permitting them more time to absorb new concepts.

The global history class was taught by a bilingual teacher. Although she used English as the major language in her teaching, she did not hesitate to use Mandarin when she felt it necessary.

At Washington Irving, one math, one biology, and one global history class were visited. The math class was taught by the chairman of the math department. Because Chinese-speaking students were in the minority, the project's bilingual paraprofessional worked with individual students but did not address the class as a whole. The biology class was taught in much the same manner as the one at Seward Park, with the paraprofessional providing translations of important terms in order to give the students as much time as possible to absorb new ideas. The same teacher who taught Chinese also taught the global history class.

At Martin Luther King, Jr., one general science class was observed. Because Chinese students were in the minority at this site, the bilingual paraprofessional could give only individual help during the class. Most of her assistance was rendered in after-class tutorials.

Student Achievement in Content-Area Courses

Table 7 presents the passing rates for all students enrolled in content-area courses. (A breakdown of passing rates in these areas by school is presented in Appendix B.) Overall, the 75 percent passing objective was surpassed, with students achieving an overall passing rate

of 77 percent. Achievement was highest in global history (87 percent), followed by science and computer math (76 percent).

Table 8 presents the passing rates for intensive literacy component students enrolled in math and social studies courses. The objective of a 75 percent passing rate was met by five students in pre-algebra in the fall semester, but it was not met in other areas.

TABLE 7

Passing Rates in Content-Area Courses

Content Area	Fall Number of Students	Fall Percent Passing	Spring Number of Students	Spring Percent Passing	Overall Passing Rate
Math	532	73.0	498	73.5	73.2
Computer Math	17	58.8	21	90.5	76.3
Science	521	79.8	463	72.6	76.4
Global History	276	88.0	289	86.2	87.1
TOTAL		78.5		77.5	77.4

•Overall, the objective of a 75 percent passing rate was achieved.

TABLE 8

Results of Teacher-Made Examinations in
Mathematics and Social Studies
(Intensive Literacy Component)

Fall Courses	Number of Students	Percent Passing	Spring Courses	Number of Students	Percent Passing
Pre-Algebra	5	80.0	Remedial Math	27	66.7
Social Studies	25	72.0	Social Studies	20	70.0

- The 75 percent passing objective was achieved in fall mathematics courses.

ATTENDANCE

Objective: Seventy-five percent of the students participating in Project CHAMP will maintain an attendance rate above 90 percent.

Ninety-six percent of the program students maintained an attendance rate above 90 percent. Thus, the program objective was achieved. The overall attendance rate of project students was 97.5 percent. The attendance rates for the program students at each school were: Seward Park High School - 97.5 percent; Washington Irving High School - 98.0 percent; and Martin Luther King, Jr. High School - 92.1 percent.

CURRICULUM DEVELOPMENT

Objective: Staff members will have produced at least one unit of Chinese/English bilingual curriculum materials in each of the following subject areas: science, mathematics, global history, and computer science.

During the 1985-86 academic year, the project staff developed a "Revised Parents' Handbook" and adapted six texts for bilingual use: "Ninth-Grade Science," "Integrated Math I," "Accounting and Bookkeeping," "Glossary of Accounting," "Lessons on the Bilingual World," and "Understanding the World." The objective appears to have been met in this area.

SUPPORT SERVICES

The program offered students a variety of support services, including academic and personal counseling, career orientation, and college advisement. Contact with families was maintained through home visits, letters, and telephone calls.

A member of the evaluation team visited a group tutorial at Seward Park and was impressed by how well-organized it was, and by the high degree of teacher-student cooperation and rapport. About 70 students were present at the 40-minute session, which was scheduled during the second period of the day. During the session, students did their homework or reviewed their class lessons. Three teachers, one monolingual and two bilingual, were available to provide individual help. Most students were beginning E.S.L. students, and had not yet adjusted to the new culture and environment. Several students who were interviewed during the session expressed appreciation for the extra time and space the program had provided, and for the dedicated work of their teachers.

STAFF DEVELOPMENT

Objective: Staff members will have attended two workshops and in-service training sessions that are related to the goals and objectives of the project.

Objective: Staff members will have taken credits in bilingual education or related subject areas at a college or university.

Objective: All staff members (except paraprofessionals) will have attended local and out-of-town conferences dealing with bilingual education, E.S.L. methodology, curriculum development and other areas related to the education of Chinese LEP students.

Staff development was carried out in three major ways: at the central site (Seward Park), at outside workshops and conferences, and through coursework at local universities.

The following workshops were offered at the central site: Teaching Bilingual Students: a Cooperative Effort; A Crash Course in Cantonese; Chinese Identity: Dispelling the Myth; and Demystifying Chinese Writing. The project also ran a twelve-week, once-a-week in-service course in elementary Mandarin Chinese for teachers, administrators, and para-professionals.

Staff members attended after-school workshops and conferences on such topics as Chinese Culture and Heritage, and Using the Computer. They also attended the TESOL (Teachers of English to Speakers of Other Languages) conference, a LARC (Languages and Reading) conference, the NABE (National Association for Bilingual Education) conference, an Asian American Education conference, and conferences on Asian students and educators, bilingual cultural psychology, etc. Project staff members were presenters at several of these workshops and conferences, which were organized by professional organizations and by colleges and universities.

Eleven staff members took courses in bilingual education, TESOL, cultural anthropology, and courses in the content areas they taught. Total credits taken thus far total 73. All were relevant to the broad goals or to specific components of the project. Overall, the staff development objectives appear to have been met.

PARENTAL INVOLVEMENT

Objective: At least 150 parents will have attended the project's fall and spring meetings.

Objective: Twenty percent of the parents of project participants will have attended the citywide Chinese Bilingual Parents' Conference.

Four meetings of the parents' advisory committee were held to inform parents about the planning, components, and goals of the project. All meetings were held at Seward Park High School; the attendance ranged from 15 to 50 parents. The speakers included principals and assistant principals, the project director, guidance counselors, and community leaders.

E.S.L. classes were offered to parents weekly by project staff members. Attendance ranged from 16 to 22. The annual Project CHAMP parents' meeting was attended by more than 110 parents, and approximately 150 parents of Project CHAMP students attended the citywide Chinese Parents' Conference held at P.S. 124. A member of the evaluation team attended the project's two main events: the annual parents' meeting and China Nite. Attendance was impressive at both, and parents demonstrated great interest in and support for the bilingual program. Again, the project objectives in this area appear to have been met.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on observations, interviews, and analysis of students' achievement data, it is evident that Project CHAMP, in its final year of operation, has been implemented as stated in the project proposal: most of the student achievement objectives have been met; both the parental involvement program and the staff development plan have been effectively implemented; instructional materials have been adapted and developed. In short, the project was successfully meeting its goals.

Seward Park High School, the central site, provided comprehensive service to over 86 percent of the project's total enrollment. Site visits revealed that students were responding positively to the program: class participation was high; students were well-disciplined; serious learning was taking place. The project had been integrated with the routine of the school and had won the support of both the principal and the school's faculty. The bilingual program at Washington Irving High School had also won schoolwide support. The paraprofessional at this site had done an excellent job of helping students in and out of class. Martin Luther King, Jr. High School was also assigned a dedicated bilingual paraprofessional.

Students met the objectives in English, native language arts, content areas, and attendance. Only the intensive literacy students, who received remedial instruction, were doing poorly. However, the criteria set for this remedial population with less than six years of formal schooling may be too high.

In general, Project CHAMP staff members appeared to be extremely dedicated. Nurtured by a supportive learning environment, students were making substantial intellectual and social progress. The project was strongly supported by the students' parents and the Chinese community at large. All these accomplishments reflect the support of the principals and the dedication of the project director.

RECOMMENDATIONS

The following recommendations are offered as suggestions for improving services to LEP students in future programs at these sites.

Because of the recent and continuing influx of high school-aged children from mainland China and Hong Kong, there is great need for more bilingual instructional personnel at both the primary project site and the two satellite schools.

Since the project is in its final year and has produced tangible results, some follow-up study might be undertaken to see how students fare after leaving the program. This would be useful for those who are in the profession, and for those who question the efficacy of bilingual education.

Performance objectives for students enrolled in remedial courses (such as those in the intensive literacy component) should more realistically reflect the capabilities of this particular population.

V. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test

(Seward Park High School)

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	148	11.2	7.8	16.8	7.2	5.6	3.4	2.0
2	148	11.0	6.9	16.3	6.2	5.3	4.2	2.0
3	116	8.1	3.7	10.8	3.2	2.7	1.8	1.0
TOTAL	412	10.2	6.7	15.0	6.5	4.8	3.6	1.8
				SPRING				
1	148	9.1	7.5	14.5	7.3	5.4	3.3	1.9
2	22	15.7	6.2	20.1	4.5	4.4	2.2	1.5
3	104	8.5	3.9	10.3	3.6	1.8	1.4	1.2
TOTAL	274	9.4	6.5	13.3	6.6	3.9	3.1	1.3

Results of the Criterion Referenced English Syntax Test

(Washington Irving High School)

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	10	13.1	5.6	19.9	3.9	6.8	4.3	2.5
2	17	13.8	5.1	18.6	5.1	4.8	2.6	1.8
3	15	8.9	2.5	11.1	2.6	2.2	1.3	0.8
TOTAL	42	11.9	4.9	16.2	5.6	4.3	3.3	1.6
				SPRING				
1	3	12.7	0.6	19.0	2.6	6.3	2.1	2.1
2	17	13.9	6.0	17.6	5.9	3.7	2.3	1.2
3	18	9.6	2.5	12.0	2.3	2.4	1.4	0.8
TOTAL	38	11.8	4.8	15.1	5.1	3.3	2.1	1.1

Results of the Criterion Referenced English Syntax Test

(Martin Luther King, Jr. High School)

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	11	18.3	6.3	21.4	5.0	3.1	2.0	1.2
2	15	17.5	5.1	20.3	3.4	2.8	2.0	1.1
TOTAL	26	17.8	5.5	20.8	4.1	3.0	2.0	1.1
				SPRING				
1	4	14.2	7.0	19.7	5.4	5.5	2.4	2.1
2	19	17.4	4.6	20.2	3.0	2.7	2.8	1.3
3	5	11.6	2.3	14.4	0.5	2.8	2.5	1.1
TOTAL	28	15.9	5.0	19.1	3.7	3.2	2.8	1.2

APPENDIX B

Passing Rates for Content-Area Subjects by Site

Course	Fall		Spring		Total Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Seward Park High School					
Math	457	71.5	425	72.7	72.0
Computer Math	17	58.8	21	90.5	76.3
Science	465	79.6	407	69.8	75.0
Global History	243	87.6	237	86.1	86.9
Washington Irving High School					
Math	47	74.5	47	76.6	75.5
Computer Math	1	100.0	-	-	-
Science	33	75.8	30	93.3	84.1
Global History	15	86.7	28	92.9	90.7
Martin Luther King, Jr. High School					
Math	28	92.9	26	80.8	87.1
Computer Math	-	-	-	-	-
Science	23	91.3	26	92.3	91.8
Global History	18	94.4	24	79.2	85.7

END

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